



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2008
Code: 12461690
SAU: MSAD 52
School: Greene Central School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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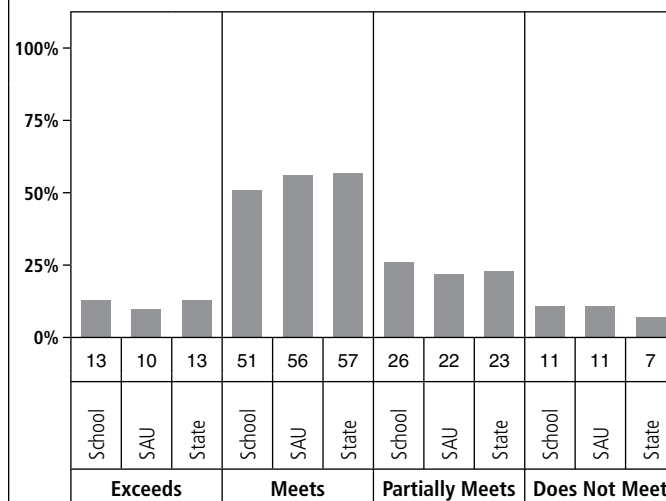
SUMMARY OF SCORES

Test Date: March 2008
Grade: 6
SAU: MSAD 52
School: Greene Central School

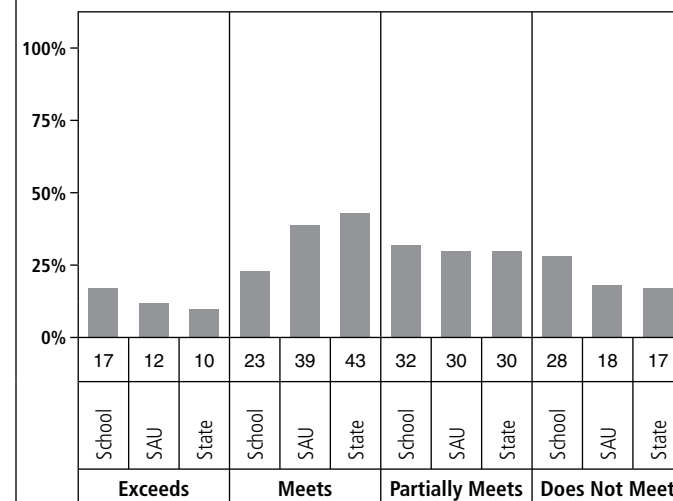
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	646	644	644
2006–2007	641	644	646
2007–2008	647	646	648
Cum. Avg. *	645	645	646
Mathematics			
2005–2006	638	641	641
2006–2007	637	643	643
2007–2008	639	641	642
Cum. Avg. *	638	642	642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 6
SAU: MSAD 52
School: Greene Central School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	48	100	187	100	14365	100	47	98	186	99	14266	99	47	98	186	99	14268	99												
Ethnicity African American/Black	1	2	2	1	418	3	1	100	2	100	407	97	1	100	2	100	413	99												
American Indian or Native Alaskan	1	2	1	1	111	1	1	100	1	100	110	99	1	100	1	100	110	99												
Asian or Pacific Islander	0	0	0	0	249	2	0	0	0	0	249	100	0	0	0	0	248	100												
Hispanic	1	2	4	2	149	1	1	100	4	100	147	99	1	100	4	100	147	99												
Caucasian/White	45	94	180	96	13438	94	44	98	179	99	13353	100	44	98	179	99	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	12	25	40	21	2518	18	12	100	40	100	2479	99	12	100	40	100	2479	99												
Current LEP	1	2	3	2	349	2	1	100	3	100	339	97	1	100	3	100	344	99												
Economically disadvantaged	12	25	61	33	5335	37	12	100	61	100	5277	99	12	100	61	100	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	34	71	148	79	11613	81	34	71	149	80	11626	81												
Identified disability (PET/IEP)	2	6	6	4	373	3	2	6	7	5	373	3												
LEP	1	3	1	1	187	2	1	3	1	1	187	2												
504 plan	0	0	1	1	149	1	0	0	1	1	150	1												
Participation with accommodations	13	27	37	20	2451	17	13	27	36	19	2446	17												
Identified disability (PET/IEP)	10	77	33	89	1909	78	10	77	32	89	1910	78												
LEP	0	0	1	3	142	6	0	0	1	3	152	6												
504 plan	0	0	0	0	85	3	0	0	0	0	84	3												
Other	3	23	4	11	350	14	3	23	4	11	335	14												
Participation through alternate assessment (PAAP)	0	0	1	1	197	1	0	0	1	1	196	1												
Identified disability (PET/IEP)	0	0	1	100	197	100	0	0	1	100	196	100												
LEP	0	0	1	100	5	3	0	0	1	100	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	24	0												
Non-participation – other	1	2	1	1	75	1	1	2	1	1	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 6
SAU: MSAD 52
School: Greene Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	7	13	11	7	1176	8
	2006-2007	0	0	10	7	1132	8
	2007-2008	6	13	19	10	1817	13
	Cum. Total*	13	8	40	8	4125	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	27	49	86	52	7612	51
	2006-2007	24	45	76	52	8127	57
	2007-2008	24	51	104	56	8072	57
	Cum. Total*	75	48	266	54	23811	55
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	12	22	41	25	4080	27
	2006-2007	20	38	40	27	3549	25
	2007-2008	12	26	41	22	3194	23
	Cum. Total*	44	28	122	25	10823	25
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	9	16	26	16	2005	13
	2006-2007	9	17	20	14	1478	10
	2007-2008	5	11	21	11	981	7
	Cum. Total*	23	15	67	14	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	32.2	57.5	31.2	55.7	32.7	58.4
Literary Text	28	50	16.3	58.2	15.6	55.7	16.3	58.2
Informational Text	28	50	15.9	56.8	15.6	55.7	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 6
SAU: MSAD 52
School: Greene Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	47	6	13	24	51	12	26	5	11	647	185	10	56	22	11	646	14064	13	57	23	7	648
Ethnicity																						
African American/Black	1										2						399	7	47	28	17	642
American Indian or Native Alaskan	1										1						108	4	54	32	10	643
Asian or Pacific Islander	0										0						247	16	60	20	4	650
Hispanic	1										3						145	8	45	34	14	643
Caucasian/White	44	6	14	21	48	12	27	5	11	647	179	11	56	22	11	646	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	0	0	8	67	4	33	632	39	0	18	36	46	630	2282	2	29	42	27	636
No	35	6	17	24	69	4	11	1	3	653	146	13	66	18	2	650	11782	15	63	19	3	650
Current LEP																						
Yes	1										2						329	4	44	30	22	640
No	46	6	13	23	50	12	26	5	11	647	183	10	56	22	11	646	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	12	0	0	7	58	4	33	1	8	644	60	3	48	28	20	640	5153	6	51	31	12	643
No	35	6	17	17	49	8	23	4	11	649	125	14	60	19	7	648	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	47	6	13	24	51	12	26	5	11	647	185	10	56	22	11	646	14057	13	57	23	7	648
Gender																						
Female	22	3	14	11	50	8	36	0	0	650	84	18	51	27	4	649	6967	16	59	20	5	650
Male	25	3	12	13	52	4	16	5	20	645	101	4	60	18	18	643	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										1						1186	6	41	42	11	642
No	47	6	13	24	51	12	26	5	11	647	184	10	57	22	11	646	12878	14	59	21	7	648
Gifted/talented program																						
Yes	1										6	33	67	0	0	658	557	50	48	2	0	661
No	46	5	11	24	52	12	26	5	11	647	179	9	56	23	12	645	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: MSAD 52
School: Greene Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										4	0	71	14	14	641	6	7	43	30	20	641
B. less than one hour	44	2	11	11	58	5	26	1	5	648	55	8	58	22	12	645	56	13	58	23	6	648
C. one to two hours	49	3	14	12	57	4	19	2	10	649	39	14	57	22	7	648	34	15	60	20	5	649
D. more than two hours	7	1	33	1	33	1	33	0	0	659	2	25	25	25	25	645	3	9	46	29	16	643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	31	4	31	5	38	3	23	1	8	653	36	19	51	22	8	649	40	17	60	19	5	650
B. They match some of what I have learned.	62	2	8	16	62	6	23	2	8	647	55	7	64	16	12	645	48	12	59	23	6	648
C. They match just a little of what I have learned.	7	0	0	2	67	1	33	0	0	647	7	0	42	50	8	641	9	7	45	34	15	643
D. There is no match.	0										3	0	40	40	20	634	3	3	31	37	29	637
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	40	5	29	10	59	2	12	0	0	654	25	22	67	7	4	652	28	26	58	11	4	653
B. good	50	1	5	12	57	6	29	2	10	647	61	8	55	27	10	645	54	9	61	24	6	647
C. fair	10	0	0	1	25	2	50	1	25	637	12	0	55	23	23	639	16	3	48	37	13	642
D. poor	0										1	0	0	50	50	632	2	1	37	39	23	637
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	12	0	0	4	80	0	0	1	20	648	12	5	73	14	9	646	15	10	48	27	15	644
B. about the same as my regular schoolwork	72	5	16	14	45	10	32	2	6	648	67	11	53	27	10	646	66	13	59	22	5	649
C. easier than my regular schoolwork	16	1	14	6	86	0	0	0	0	655	20	14	64	8	14	647	18	15	58	20	7	649
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	14	0	0	3	50	1	17	2	33	640	10	0	35	35	29	637	9	2	37	37	23	638
B. Most of the passages were about the same as what I normally read.	53	2	9	13	57	7	30	1	4	649	58	8	56	25	11	645	54	9	59	26	6	647
C. Most of the passages were easier than what I normally read.	33	4	29	8	57	2	14	0	0	654	33	18	67	11	5	650	36	21	60	15	4	652
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	74	4	13	16	50	9	28	3	9	647	46	9	50	28	13	644	46	13	56	24	7	648
B. I tried about the same as I do on my regular schoolwork.	26	2	18	8	73	1	9	0	0	654	51	13	65	15	7	648	50	14	60	21	6	649
C. I did not try as hard on this test as I do on my regular schoolwork.	0										2	0	50	25	25	637	3	5	46	30	20	641
How much time do you spend reading at home each day?																						
A. more than one hour	9	1	25	2	50	1	25	0	0	654	14	20	52	12	16	646	19	19	58	17	6	651
B. 20 minutes to an hour	60	5	19	16	62	3	12	2	8	651	51	11	60	19	10	647	51	15	60	20	5	649
C. less than 20 minutes	9	0	0	2	50	1	25	1	25	641	15	11	56	19	15	645	12	9	56	26	9	646
D. I rarely read at home.	21	0	0	4	44	5	56	0	0	644	20	3	54	37	6	644	18	4	50	34	13	643
Optional school/SAU question																						
A.	50	0	0	1	100	0	0	0	0	656	50	0	100	0	0	656						
B.	0										0											
C.	50	0	0	1	100	0	0	0	0	658	50	0	100	0	0	658						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 6
SAU: MSAD 52
School: Greene Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	3	5	13	8	1463	10
	2006-2007	4	8	25	17	2092	15
	2007-2008	8	17	22	12	1474	10
	Cum. Total*	15	10	60	12	5029	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	20	36	65	40	5914	40
	2006-2007	17	32	50	34	5731	40
	2007-2008	11	23	73	39	6008	43
	Cum. Total*	48	31	188	38	17653	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	21	38	55	34	4494	30
	2006-2007	17	32	42	29	4175	29
	2007-2008	15	32	56	30	4244	30
	Cum. Total*	53	34	153	31	12913	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	11	20	31	19	3014	20
	2006-2007	15	28	29	20	2308	16
	2007-2008	13	28	34	18	2346	17
	Cum. Total*	39	25	94	19	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	9.3	48.9	10.0	52.6	9.6	50.5
Cluster 2: Shape and Size	15	27	8.0	53.3	8.1	54.0	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	3.3	47.1	3.7	52.9	4.2	60.0
Cluster 4: Patterns	15	27	6.8	45.3	7.1	47.3	7.5	50.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: MSAD 52
 School: Greene Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	47	8	17	11	23	15	32	13	28	639	185	12	39	30	18	641	14072	10	43	30	17	642
Ethnicity																						
African American/Black	1										2						409	4	26	35	35	632
American Indian or Native Alaskan	1										1						108	6	26	39	29	635
Asian or Pacific Islander	0										0						247	13	50	25	13	646
Hispanic	1										3						145	9	32	34	25	638
Caucasian/White	44	8	18	10	23	14	32	12	27	639	179	12	40	30	18	642	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	0	0	4	33	8	67	620	39	0	10	33	56	622	2283	2	18	31	49	627
No	35	8	23	11	31	11	31	5	14	646	146	15	47	29	8	647	11789	12	48	30	10	645
Current LEP																						
Yes	1										2						339	5	22	32	41	631
No	46	8	17	11	24	14	30	13	28	639	183	12	40	30	18	642	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	12	0	0	1	8	9	75	2	17	632	60	2	35	37	27	634	5160	4	34	36	26	636
No	35	8	23	10	29	6	17	11	31	642	125	17	42	27	14	645	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	47	8	17	11	23	15	32	13	28	639	185	12	39	30	18	641	14065	10	43	30	17	642
Gender																						
Female	22	3	14	6	27	7	32	6	27	638	84	12	31	38	19	640	6974	10	43	31	16	642
Male	25	5	20	5	20	8	32	7	28	641	101	12	47	24	18	643	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										1						1192	4	23	43	30	634
No	47	8	17	11	23	15	32	13	28	639	184	12	39	30	18	641	12880	11	44	29	15	643
Gifted/talented program																						
Yes	1										6	50	50	0	0	660	557	53	42	4	0	663
No	46	7	15	11	24	15	33	13	28	639	179	11	39	31	19	641	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: MSAD 52
School: Greene Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										4	14	14	43	29	635	6	6	33	31	31	635
B. less than one hour	44	5	26	3	16	5	26	6	32	641	55	11	44	26	19	642	56	11	43	30	16	643
C. one to two hours	49	2	10	7	33	8	38	4	19	640	39	13	38	36	13	643	34	11	45	30	14	644
D. more than two hours	7	1	33	1	33	1	33	0	0	653	2	25	25	25	25	645	3	6	33	32	28	636
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	36	5	33	3	20	4	27	3	20	647	48	16	46	29	8	647	45	14	47	28	11	646
B. They match some of what I have learned.	60	3	12	7	28	9	36	6	24	639	44	10	38	32	19	640	43	8	43	33	17	641
C. They match just a little of what I have learned.	5	0	0	0	0	1	50	1	50	627	6	0	9	36	55	625	9	6	30	33	32	635
D. There is no match.	0										2	0	0	0	100	617	3	5	15	25	54	626
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	40	8	47	4	24	2	12	3	18	653	30	30	47	9	13	651	29	24	51	17	8	651
B. good	44	0	0	6	32	9	47	4	21	635	48	7	41	36	16	640	48	6	45	33	16	641
C. fair	14	0	0	1	17	2	33	3	50	628	21	0	30	46	24	634	19	1	29	42	28	634
D. poor	2	0	0	0	0	1	100	0	0	640	1	0	0	50	50	628	3	0	15	41	44	627
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	23	2	20	4	40	4	40	0	0	646	18	6	38	41	16	640	24	5	38	33	24	638
B. about the same as my regular schoolwork	58	3	12	6	24	8	32	8	32	638	69	12	40	31	16	643	62	9	45	31	14	643
C. easier than my regular schoolwork	19	3	38	1	13	2	25	2	25	644	13	22	43	13	22	643	14	26	43	20	12	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	65	7	25	7	25	8	29	6	21	643	48	9	38	33	20	640	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	33	1	7	4	29	5	36	4	29	638	51	15	43	27	14	644	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	0	0	1	100	0	0	640	1	0	0	50	50	628	3	9	33	27	32	637
How often do you use hands-on materials in mathematics class?																						
A. almost every day	23	1	10	3	30	4	40	2	20	638	22	10	38	38	13	642	17	8	39	30	22	639
B. two or three days a week	37	3	19	5	31	5	31	3	19	642	30	9	49	32	9	643	34	11	44	31	14	643
C. two or three times each month	30	4	31	1	8	4	31	4	31	643	34	15	35	28	22	641	31	12	44	29	15	644
D. never or almost never	9	0	0	2	50	1	25	1	25	640	15	15	35	19	31	641	18	10	42	31	18	642
How often do you use calculators in mathematics class?																						
A. almost every day	17	3	43	3	43	1	14	0	0	655	16	18	43	25	14	645	11	11	37	29	23	641
B. two or three days a week	38	1	6	1	6	8	50	6	38	632	34	10	40	37	13	643	32	11	44	30	15	643
C. two or three times each month	36	3	20	5	33	4	27	3	20	643	33	14	39	29	19	642	32	11	45	30	15	643
D. never or almost never	10	1	25	2	50	0	0	1	25	649	17	10	40	23	27	638	26	9	40	32	19	641
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	0										4	0	14	43	43	629	7	6	29	33	32	635
B. 30–45 minutes	31	1	8	4	31	3	23	5	38	635	17	3	40	30	27	636	37	8	39	34	20	640
C. 45–60 minutes	52	6	27	6	27	7	32	3	14	648	69	16	42	28	14	645	42	13	47	28	12	645
D. more than 60 minutes	17	1	14	0	0	4	57	2	29	631	10	6	29	47	18	634	15	12	46	27	15	644
Optional school/SAU question																						
A.	50	0	0	0	0	1	100	0	0	640	50	0	0	100	0	640						
B.	0										0											
C.	50	0	0	0	0	0	0	1	100	626	50	0	0	0	100	626						
D.	0										0											